Early Intervention Video Reflection Activity

In an effort to support those who lead, prepare or supervise professionals in early intervention the Early Intervention-Early Childhood Professional Development Community of Practice (EI-EC PD CoP) and EI Video Library subgroup created this tool to help implement evidence-informed professional development practices with videos developed by Larry Edelman, Early Childhood Consultant.

PURPOSE:

Three sets of universal reflective questions that facilitators can use with the newly released videos around carrying out virtual (i.e., telepractice, telehealth, tele-intervention, live video) visits in early intervention:

- To improve practitioners’ relationship-based and reflective practices.
- To support and strengthen practitioners’ ability to deliver family-centered practices.
- To support practitioners’ ability to build families’ skills and capacity (i.e., their confidence and competence).
- To help practitioners reflect on how to infuse coaching and everyday learning experiences into their own early intervention virtual visits.
- To provide an opportunity for practitioners to reflect on their relationships with families and service implementation to help improve child and family outcomes.

RESOURCES NEEDED:

1. Reflective Questions: (see pages 3 and 4)
2. Videos:
   - A Home Visit with Sam’s Family (and occupational therapist) https://ectacenter.org/topics/disaster/ti-service.asp#sam
   - A Home Visits with Zander’s Family (and physical therapist) https://ectacenter.org/topics/disaster/ti-service.asp#zander
   - A Home Visit with Ares’ Family (and speech-language pathologist) https://ectacenter.org/topics/disaster/ti-service.asp#ares
   - Supporting Grayson’s Family (and early interventionist) https://ectacenter.org/topics/disaster/ti-service.asp#grayson
   - A Virtual Home Visit with Liam’s Family (and occupational therapist; Spanish w/English subtitles) https://ectacenter.org/topics/disaster/ti-service.asp#liam
STEPS FOR FACILITATORS:

1. Preview videos.
2. Select video/s most relevant for their practitioners.
3. Select questions that fit best into the conversation with practitioner/s.
4. Send selected video/s and selected questions to practitioners to review prior to discussion.
5. After practitioners have time to review video/s and questions independently, create an opportunity to reflect and discuss as a group or 1:1.
6. Re-visit this activity with practitioners after they have had some more visits with families to reflect and see what has changed with their practice.

GENERAL TIPS/SUGGESTIONS:

● Numerous questions have been provided to help the facilitator stimulate reflection and discussion among practitioners and to expand individuals’ ability to think a little deeper.
● Facilitators are not expected to go through all of the videos and questions.
● Facilitators can identify the most appropriate/relevant video/s and reflective questions that relate to the learning objectives for the professional development activity.
● Facilitators can copy/paste the questions they choose into their own word document when sharing this activity with others.
● This activity can be carried out as a group with practitioners or 1:1 with a practitioner.
● Group facilitation may include the following strategies:
  ○ Have half the group watch the parent in the video while the other half focuses on the practitioner and then discuss.
  ○ Have chart paper (or a shared google doc or blank document on the computer) available to document responses.
  ○ Ensure practitioners have a link or copy of the DEC Recommended Practices prior to the conversation if using the question regarding DEC Recommended Practices.
  ○ Break up the group into smaller 2-3 person groups- these smaller groups can watch the video and discuss how they would respond to the questions, then come together to discuss as a whole/big group.
● Facilitators can support practitioners in creating an action plan for themselves as it relates to practices/strategies they want to improve upon and/or try.
● Facilitators can encourage practitioners to identify an accountability partner to help them work through their action plan.
● Facilitators can establish a plan to follow up and check in on practitioners’ progress and/or provide additional guidance/support/activities as they develop and refine their skills.

ADDITIONAL RESOURCES:

The following links include additional videos and resources around early intervention and virtual visits. Revisit these sites periodically as new videos are added as they are developed/identified.

●  https://sites.google.com/a/vcu.edu/early-intervention-video-library/tele-intervention
●  https://ectacenter.org/topics/disaster/ti-service.asp
REFLECTIVE QUESTIONS

Facilitators are encouraged to choose questions that are most appropriate/relevant to use pending the learning objectives which they hope to achieve through this professional development activity. See General Tips/Suggestions on Page 2 for more guidance. If you have additional questions or suggestions please email EIECPDCoP@gmail.com.

★ Reflect on your current practice. (Tip for facilitator: Ask practitioners to consider how they would answer these questions before watching the video/s and then revisit after to see if they would answer anything differently.)

- How has your practice changed from in-person to virtual visits?
- How long are your visits?
  - If you find that they need to be shorter/longer, why?
- What do you see as the benefits and challenges of doing visits virtually?
- How do you prepare for your visits?
  - How do you communicate with the family/other team members to prepare for the visit?
  - How might you coach/support the family in selecting the best location for them and the video camera within the context of where they are spending their time during that time of day/routine?
- How do you build and/or maintain relationships virtually?
- Which coaching skills do you find yourself using during virtual visits?
  - Which coaching skills do you use more/less often?
  - Why?
- If applicable, how do you incorporate siblings or other caregivers?
- How do you follow the child’s/caregiver’s lead to embed intervention?
- What are you doing to help families use embedded intervention strategies between visits?
- How do you assess the effectiveness of the intervention with your families?
- What do you still need to know about?
  - How will you find what you need?
  - What additional resources would be helpful to provide the best intervention?
  - What other videos would be helpful for you to review?
- How do you anticipate transitioning back to in-person visits in homes and other settings?
  - How do you think your practice will be the same/different?
★ **Process what you observed in the video. (Tip for facilitator: Choose at least one video to review.)**

- What does the practitioner do/say to see how the family is doing? For example:
  - How is the family coping in general?
  - How is the family doing with using the intervention strategies?
- What goals or specific skill/s do you think the family and practitioner are working on in the video?
- What routine or activity was occurring at the time of the visit?
  - How did that support or impede the goal/s of the intervention?
- Does the family understand what they are doing during the visit and how it connects to their outcomes?
  - How can you tell?
- What did you hear/see the practitioner do/say to acknowledge what the child/family were doing?
- What kind of feedback would you give the practitioner about what she just did?
- How does the practitioner set the family up for successfully implementing the strategy between visits? How does this support overall generalization?
- If applicable, what do you think it’s like for this child to have his/her siblings participate in the intervention?
- What **DEC Recommended Practices** did you observe? Provide examples from the video.
- Other thoughts, comments, questions that come to mind after watching this video?

★ **Reflect on how the video relates to your personal practice. (Tip for facilitator: Support practitioners in creating an action plan for themselves at the conclusion of this activity.)**

- Reflect on your own interactions, skills, and communication style.
  - What are some things you saw in this video that you already do?
  - What would you like to try to work towards during your visits with families?
  - Anything you would have done differently? If so, what and why?
- What did you learn from the family perspective in this video?
- What is one new strategy/idea you have to support you in your practice after watching this video?
  - How/when will you try this new strategy?
  - Who will help you/support you as you try new strategies?
- What is a next step for your ongoing learning?
- How might you share/use this video with others (service coordinators, practitioners, families, etc.) to help them understand what a video visit could look like?
- Other reflections on how the video relates/impacts your own personal practice moving forward?